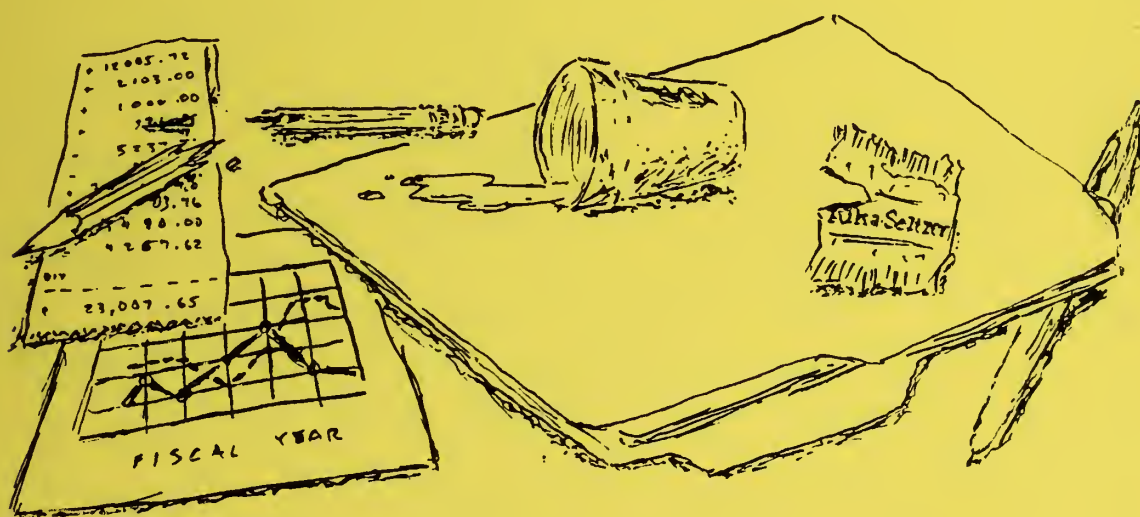


andover public schools



annual report 85/86

cover design by Lance Lee
Class of 1987
Andover High School

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ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

1985-1986
ANNUAL SCHOOL REPORT

Dr. Kenneth R. Seifert
Superintendent of Schools

Mr. Michael R. Giammusso
Chairman
Andover School Committee



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ANDOVER SCHOOL COMMITTEE

<u>Member</u>	<u>Date Elected</u>	<u>Term Expires</u>
Michael R. Giammusso, Chairman 68 Summer Street Andover, MA 01810	1981	1987
Donald W. Robb, Secretary 36 York Street Andover, MA 01810	1979	1986
Richard E. Neal 1 Twin Brooks Circle Andover, MA 01810	1980	1986
Susan T. Poore 85 Osgood Street Andover, MA 01810	1982	1988
David A. Birnbach 2 Bellevue Road Andover, MA 01810	1985	1988

SCHOOL COMMITTEE MEETINGS
are held
The first and third Tuesday of each month at 7:30 P.M.
in the
School Committee Conference Room
School Administration Office Building

SUPERINTENDENT OF SCHOOLS
Dr. Kenneth R. Seifert

ASSISTANT SUPERINTENDENT OF ELEMENTARY
Lois Haslam

ASSISTANT SUPERINTENDENT OF SECONDARY
Dr. Leslie G. Loomis

BUSINESS ADMINISTRATOR
Francis L. Paul

DIRECTOR OF PERSONNEL
Mary Kelvie Lyman

TRUSTEES OF PUNCHARD FREE SCHOOL

Rev. James A. Diamond
Mr. Earl G. Efinger
Rev. Westy Egmont
Mr. Robert A. Finlayson

Ms. Joan M. Lewis
Rev. Frederick A. Pease, Jr.
Mr. John Petty
Rev. Graham L. N. Ward

SCHOOL PHYSICIAN

Dr. Grace Kim

138 Haverhill Street
Andover, MA 01810

SCHOOL CANCELLATIONS

In the event that circumstances require a decision to cancel or delay the opening of school for up to one hour, the Superintendent or his designee shall have the sole responsibility for such a decision. The conducting of extra-curricular activities in the event of school cancellation shall be decided by the Superintendent of Schools

On days when school has been cancelled because of inclement weather, but extra-curricular activities are held, parents are urged to use their own judgment to decide about their child's participation in extra-curricular activities.

School cancellations are announced on the following radio stations: WCCM, WLLH, WBZ, WEEI, WHDH, and on the following television stations WBZ and WXNE-TV Boston 25.

ENTRANCE REQUIREMENTS FOR STUDENTS

1. Children entering kindergarten must be five (5) years old on or before September first of the current school year.
2. Children entering grade one must be six (6) years of age on or before September first of the current school year or have successfully completed the kindergarten grade.
3. A physical examination by a physician before admission is required of all students.
4. A copy of the student's birth certificate is required before admission.

ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

1985-1986 SCHOOL YEAR CALENDAR

September	3 - Tuesday	Teacher's Preparation Day
September	4 - Wednesday	Teacher's Preparation Day
September	5 - Thursday	Schools Open
October	14 - Monday	No School--Columbus Day Observance
November	11 - Monday	No School--Veterans Day Observance
November	27 - Wednesday	Thanksgiving Recess Begins at Noon
December	2 - Monday	Schools Reopen
December	20 - Friday	Holiday Recess Begins
January	2 - Thursday	Schools Reopen
January	15 - Wednesday	No School--Observance M.L.King Day
February	3 - Monday	Inservice Day for Teachers--No School
February	14 - Friday	Winter vacation Begins
February	24 - Monday	Schools Reopen
March	28 - Friday	No School--Good Friday
April	18 - Friday	Spring Vacation Begins
April	28 - Monday	Schools Reopen
May	26 - Monday	No School--Observance of Memorial Day
June	26 - Thursday	Student's last day of school
June	27 - Friday	Teacher's last day of school

Following Legal Holidays Fall Within the School Vacations

February	17 - Monday	Washington's Birthday
April	21 - Monday	Patriot's Day

The following will be early release days for students and inservice half days for teachers:

October	1 - Tuesday
November	14 - Thursday
March	19 - Wednesday
May	6 - Tuesday

This calendar includes 5 snow days; 180 school days

ANDOVER PUBLIC SCHOOLS;
ANDOVER, MASSACHUSETTS

OCTOBER 1, 1985 ENROL,LMINT

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REPORTS

Mr. Michael R. Giammusso
Chairman
Andover School Committee

Dr. Kenneth R. Seifert
Superintendent of Schools

Mrs. Lois Haslam
Dr. Leslie G. Loomis
Assistant Superintendents of Schools

Mr. Francis L. Paul
School Business Administrator

Mary K. Lyman
Director
Personnel Department

ANDOVER SCHOOL COMMITTEE

Michael R. Giammusso
Chairman

The 1985-86 school year might very well be looked at in future years as a significant turning point for the Andover Public Schools.

The ground work was laid for a multi-year curriculum and instruction plan, a plan which could revamp and revitalize the system at all levels. At year's end a curriculum and instruction organization was proposed and accepted and plans put into place for implementation in the 1986-87 school year. This extensive preliminary work was the necessary catalyst for the considerable effort ahead.

Two new principals have joined the system: Jade Auger at the South School in August of 1985, and Eileen Woods at the Sanborn School in July of 1986.

A feasibility study on a proposed Andover/Lawrence Magnet Elementary School was begun with high hopes of the respective Superintendents and School Committees. It is anticipated that this school would provide contemporary educational activities on a voluntary basis for those students residing in either community. The study will continue.

School Improvement Councils were established as part of the actions put into effect by the Massachusetts School Improvement Act of 1985 (Chapter 188). These councils advise on the use of the \$10 per student provided by Chapter 188 for discretionary use.

A town/school committee was formed during the year to study day care and how it might be best handled in Andover. This will be ongoing.

A town/school personnel director was hired in July of 1985 and great strides were made in establishing a truly progressive personnel department.

In March, the Committee rescinded user fees for athletics and music. These had been a source of some contention since their inception and the Committee felt it was best to eliminate them.

Lights at Lovely Field were turned on for the first time September 18. They should provide for many years of significant and enjoyable evening activities. This, plus the ever increasing use of the Collins Center, has enhanced Andover's sense of community.

The Andover Public Schools had a very good year in 1985-86 with the portent of even better years in the future. As usual, continued hard work and faith in the future will be required to reach the many goals which have been laid out.

SUPERINTENDENT OF SCHOOLS

Dr. Kenneth R. Seifert

In many respects, this year was very much like past years. The students scored well on their achievement tests, some modifications were made in the curricula, and the extracurricular activities added to the offerings of the school.

Recently, I described my concern for the future of our students. We continued to use yesterday's yardsticks to measure preparation for future survival. We do not take the time to discuss assumptions of the future and to plan strategies for such possibilities. Perhaps 25 years ago literacy meant reading, writing, and arithmetic. Today, the essential skills of literacy go beyond these areas and include knowledge of technologies, problem solving, and a greater level of interpersonal skills, to mention a few.

Andover students scored well on recall and comprehension. In addition, they do attend colleges that students and parents agree are satisfactory. These are not the essentials for success. Unfortunately, too many people consider such goals as the primary mission of the school.

This year, I attempted something I had never done before. I told the School Committee and the Town we were not preparing our children for tomorrow. I suggested a Curriculum and Instruction Plan that I believe begins to address the future. I was surprised the Town did not react to such a message. When the executive officer of a company tells the consumer the product needs to be improved, there is usually some reaction. While Andover is, for the most part, a college-oriented community, about 20% of our students do not pursue formal education beyond their high school years. We are not servicing this group of students. In a sense, they are the forgotten students of Andover.

I also suggested the staff was willing to embark upon a more appropriate course but needed development capital in order to plan and implement the desired course of action. As we concluded the year, we were able to budget for some modifications in the upcoming year.

The School Committee has directed me to prepare a budget that is educationally appropriate for this community. I plan to do this in November.

There is no doubt in my mind that the public school enterprise is at the most critical stage it has been in during my 18 years as Superintendent.

ASSISTANT SUPERINTENDENTS OF SCHOOLS

Lois Haslam

and

Dr. Leslie G. Loomis

The development of a long-range Curriculum and Instruction Plan was the highlight of the 1985-86 school year. In calling for systematic K-12 curriculum development, significant shifts in instruction, and emphasis on student responsibility, the plan established a clear blueprint for the future. The curriculum in each subject area will be addressed for revision over the next five years. The pursuit of instructional strategies emphasizing thinking skills and Paideia seminars will be accomplished through staff development and inservice activities. The final, and perhaps the most important element of the Curriculum and Instruction Plan, is the area of student responsibility, incorporating initiatives in authentic student government, increased student involvement in building maintenance, student responsibility for academic achievement, a stronger student role in the judiciary processes, and increased student contribution to others through community service.

Implementation of the Curriculum and Instruction Plan is dependent upon optimal school organization capable of translating the concepts into action. As a result, administrators planned for reorganization designed to establish teacher leadership positions to provide grade and department level management. At the same time, Andover began a consideration of utilizing the Horace Mann monies available in Chapter 188 to create other positions that will support future curriculum and instruction directions.

Central Office administrators joined the school Principals in a collaborative, intensive supervisory inservice with fellow administrators from Concord and Brookline. The Principals developed and articulated their visions for the future of their schools.

The Assistant Superintendents established a teacher study group that met with them many times throughout the year. This group served to advise and to make recommendations with regard to the Curriculum and Instruction Plan and inservice activities. They also engaged in workshops in the area of thinking skills, serving as a lead group for the school system. As the result of a small State grant, elementary and secondary science teachers also received training in thinking skills.

Throughout the year, administrators and teachers at both the elementary and secondary levels conducted important work in curriculum. Among these efforts, a significant year-long study of the gifted program at the elementary level resulted in recommendations for the program that would be more school based and include a wider number of students. At the secondary level, the most significant curriculum revision work occurred at the high school, where the English Department eliminated several elective courses and moved closer to the concept of a core curriculum.

SCHOOL BUSINESS ADMINISTRATOR

Francis L. Paul

The fiscal year 1986 budget was closed out with expenditures of \$15,985,256 leaving an unexpended balance of zero.

Following is an analysis of the operations and productivity of the Office of Business Services.

Finance/Accounting:

This includes payroll, accounts payable and financial reporting. The accounts payable group audited more than 9,500 invoices, resulting in the issue of 3,865 checks for payment of materials received and contracted services rendered. Checks issued declined 11% because of reduction of payments to vendors to single instead of multiple invoices and consolidating multiple invoices into single payments.

Payroll processed 21,098 checks accommodating weekly payrolls of 234 employees and bi-weekly payrolls of 656 employees. In addition to executing payrolls; this group audits weekly labor transmittals, substitutes and day to day changes in W-4 forms, TSA's, salary track, sick leave, vacation leave, etc.

The Office of Business Services will miss the expertise and guidance of Mrs. Aileen MacMillan who retired after 25 years of service to Andover Public Schools. We will also miss Mrs. Myra Sunderland, whose untimely demise after 15 years of service left a void which was difficult to fill. Both of these individuals helped to contribute to the level of support that the Office of Business Services has attained.

Purchasing and Contracting:

This group processed 3,104 purchase orders, up 11% as compared to fiscal 1985. All orders are checked for available funds prior to processing in addition to providing a vendor, materials and value analysis. Fourteen public bids were let which is a 29% increase from fiscal 1985. Purchases were also made against existing state contracts for such diverse items as physical education, media, science, plant and copy supplies.

Copy Center:

The copy center provides duplicating services for educational programs as well as administration, and hence, contributes significantly to a reduction in purchase costs. Over 4,200,000 copies were processed at an average cost of .0175 cents/copy. This was a 30% decrease from fiscal 1985 caused in part by the AIRS program using inventory and less demand from the educational programs. The price per copy was increased by 6% because of increased costs of supplies and service contracts.

Food Service:

The school lunch program operates as a self-sufficient entity, with no impact on the tax levy, relying solely on receipts from sales and state/federal reimbursements. In addition to catering dinners and banquets for various School/Town/Community functions, the Food Service Department fulfilled its designated mission as follows:

Student meals served	340,237
Student meal price	\$0.75
Elderly meals served	15,873
Elderly meal price	\$0.50
Number of employees	54
Gross revenues	\$ 606,721
Total expenditures	\$ 618,209
Increase (decrease) in federal funds	(\$11,488.)

The acquisition of a personal computer and software has enabled the food service office staff to computerize cash receipts, and expenditures, personnel records for the cafeteria staff and lunch applications for free and reduced meals for qualified students. An inventory control system is being designed with implementation scheduled for fiscal 1987.

The Food Service group was also involved in a Summer Food Service Program.

Transportation:

Transportation services were provided, in accordance with Massachusetts General Laws, between the residence and the school house to 4,246 students, a 6% increase from fiscal 1985, including

141 special needs students (18% increase) and 187 students attending St. Augustine's School (9% increase). In addition to the many station wagons and vans utilized for transporting children with special needs, the School Department contracted for 20 school buses to service the regular elementary and secondary students and 6 school buses to service the students attending the Early Childhood Center at the Shawsheen School.

Cost Comparison:

	<u>FY-85</u>	<u>FY-86</u>	
Salaries	\$ 17,607	\$ 15,291*	
*Reduction in salary represents change in budget allocation between transportation and purchasing.			

Buses:

Regular (Elem./Sec.)	371,102	383,556	+ 3.3%
Special Needs	139,003	198,956	+43.1%
Kindergarten/E.C.	104,652	104,652	-0-
Other	9,999	10,596	+ 5.9%

The major cost increase was in the area of special needs. This increase was a result of the bid of the intown special needs transportation by the transportation department and the annual bid by the Greater Lawrence Collaborative for out of town special needs transportation, and the increase in number of students transported. Regular elementary and secondary transportation expenses increased by 3%. All vehicles carrying students for all school related purposes traveled in excess of 450,000 miles. School buses (including vans and other smaller vehicles) were involved in two accidents, one of which was not the responsibility of the the contractor. There were no injuries and no fatalities.

The cost/child per year continues to be significantly below the state average costs due to the multiple trip system used in the elementary and secondary routes.

Computer Center:

The computer center is charged with the operation and maintenance of our data processing equipment, providing information services to administrative functions, including but not limited to, all financial reports, payroll, accounts payable, grade reporting, class scheduling, attendance, transportation, etc. FY-86 was the second year of operations with the new software and two new applications were brought on line, the personnel system including employee attendance and negotiations and a special needs package. Our computer staff designed and brought on line three applications including, a student conduct and grade evaluation report program, a work order program, and an asset control program. In addition, an inhouse computer training course was implemented by the computer room staff to enhance the knowledge and capability of the users to better utilize the system.

A \$54,000 grant from Digital was used to expand and enhance the hardware with the following pieces of equipment: 1 RA80 disk drive (which doubles the data storage capacity) 8 megabytes of memory and additional terminals, and printers.

Plant Services:

Plant housekeeping/custodial services are ongoing operations. The 36 custodians service 9 buildings encompassing nearly 800,000 square feet at a cost factor of approximately \$.89 per square foot per year.

The test and performance evaluation program implemented in FY-85 is continuing to insure the quality of products purchased.

Inservice courses have been designed and implemented by the Supervisor of Custodians in the following areas: sanitation, safety, care and maintenance of floors (hardwood, vinyl and carpeted). In addition, a training course has been implemented for substitute custodians therefore reducing supervision when a substitute is required. A direct result of the training and changes in scheduling was a reduced cost of summer help while improving the overall appearance of the buildings for the opening of schools.

Inservice training in procedures as well as the product quality program has resulted in the gyms and stages, formerly sub-contracted out, being done internally at a lower cost and significant improvement in quality.

A central storage area which allows bulk purchases and improved inventory control is continuing to show savings.

Much has been accomplished in fiscal year 1986 - and much is left to do. The mission of the Office of Business Services continues to be that which will provide for the effective and efficient management of financial and other supportive services.

ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

Appropriation/Expenditure Analysis

Fiscal Year - 1986

<u>Summary:</u>	Appropriation	\$ 15,945,000
	Enterprise Revenue*	40,256
	Total Available	15,985,256
	Expended/Committed	15,985,256
	Unexpended Balance	\$ -0-

Detail:

Acct. #	Description	Salaries	Expenses**	TOTAL
1100	School Committee	\$ -0-	\$ 9,719	\$ 9,719
1101	Legal Services	-0-	15,205	15,205
1200	Superintendent's Office	86,277	9,359	95,636
1410	Asst. Supts'. Offices	124,262	6,846	131,108
1420	Personnel Services	38,233	12,027	50,260
1430	Business Services	220,511	139,445	359,956
2100	Program Advisors	256,414	9,250	265,664
2200	Principals' Offices	686,628	59,859	746,487
2300	Teaching	9,481,887	328,943	9,810,830
2400	Textbooks	-0-	77,748	77,748
2500	Library	-0-	53,784	53,784
2600	Audio Visual	347,314	21,144	368,458
2700	Guidance	346,220	19,363	365,583
2800	Psychological Evaluations	108,815	17,131	125,946
3200	Health Services	117,445	8,752	126,197
3300	Student Transportation	15,291	697,761	713,052
3510	Athletics	131,903	91,972	223,875
3520	Student Body	36,303	2,693	38,996
4110	Custodial Services	683,865	55,926	739,791
4120	Oil Heat	-0-	229,308	229,308
4130	Utilities	-0-	519,410	519,410
5200	Fixed Charges	-0-	372,067	372,067
7300	Capital Outlay	-0-	95,214	95,214
9000	Programs Other Districts	-0-	450,962	450,962
		\$12,681,368	\$3,303,888	\$15,985,256

*Copy Center

**Includes "carry-over" obligations -18-

7/31/86

PERSONNEL DEPARTMENT

Mary K. Lyman
Director

This is the first annual report submitted for the Personnel Department. The position of Joint Personnel Director was established at the outset of FY'86. The position was designed to meet the needs of both the school and town departments. It has been a very exciting and busy year. The Department including Personnel Office Assistant and Personnel Clerk became fully staffed in April, 1986. The training and development of staff has produced critical achievements in the following four areas:

Communications

1. The Department has established several channels of communication for all employees. Each new employee is given an orientation with a profile of benefits and policies. An employee handbook is also available to the new employee. The handbook was written and distributed to all schools and town personnel in April, 1986.
2. Benefit seminars have also been conducted at various locations to apprise the current staff of all the details of each benefit. Representatives have been obtained from each company to answer questions.
3. Employee Handbook--compiled information on employee assistance programs in order to determine services for the school and town staff.

Human Resource Management Improvements

1. Coordinated recruitment searches for 75 positions school and townwide.
2. Assisted in the classification of 525 jobs for town and school departments.
3. Prepared professional profile of 335 staff.
4. Explored training alternatives for staff development.

Computerization

1. The Department has worked closely with the computer center in development of the personnel software package. Over the past year attendance reports were generated every seven weeks for analysis.

The computer was also utilized for the purpose of negotiations. Reports were generated that projected out the total cost of salary increases. With the data having been entered into the computer for all staff, more sophisticated analysis should be available for future use.

Financial Savings and Containment

1. Health Care Management--Coordinated the transition and assumed responsibility for health and life insurance. Analyzed Blue Cross/Blue Shield bills to reduce the number of unwarranted costs correlated with health care management.
2. Unemployment--Assumed responsibility for unemployment claims. The Department has worked closely with the State and unemployment consultants to reduce unnecessary costs. .

Overall, the Department has begun to make strides in the development of programs to serve the employees of the town and school departments. There are many challenges to meet for both job applicants and current employees. The Department has been successful in establishing a workable structure that stands to meet these needs. As in any public services more efforts can be made in order to continue to improve the quality of service provided.

REPORTS
SCHOOL PRINCIPALS AND COORDINATOR

Secondary

Mary A. Jennings

Dr. Richard F. McGrail

William E. Hart

Andover High School

Doherty Junior High School

West Junior High School

Elementary

Iora G. Alexander

Linnea Gershenberg
Coordinator

A. Eugene Frulla

Jade Auger

John A. Coyle

Bancroft School

Early Childhood Center at Shawsheen

Sanborn School

South School

West Elementary School

ANDOVER HIGH SCHOOL

Mary A. Jennings, Principal

Andover High School had a productive 1985-1986 school year working toward goals that it had studied and is now ready to begin implementing. Staff and students see directions and support for their ideas, and they are embarking on exciting prospects for the future. Included in these new directions are the following highlights of the 1985-86 school year.

Establishment of a Democratic Student Government

Student government leaders and their advisors spent more than eighty hours outside of school and seven months of the school year writing, debating, and finally ratifying a new direction for student government whose jurisdiction included not only student activities, but also all policies outlined in the student handbook that directly affected students. 33 students and 16 teachers were elected to this Town Meeting model of government after the Constitution was ratified by both the students and the staff. Open meetings, sometimes attended by 300 or more students, were held in the auditorium and such issues as the closing of the smoking area and the supervision of the bathrooms were discussed. The model that the students established is being examined by other area schools as a possible answer to the constant high school dilemma of balancing student rights with student responsibilities.

Faculty Involvement in Decision Making

Andover High School faculty also faced the difficult question of their rights and responsibilities in decision making at the high school. The student government model provided a springboard for a discussion among the faculty to what structure they prefer for their own governance. Supported by the principal, it was decided that faculty members will help form faculty meeting agendas and that meetings will be held frequently as a vehicle for discussion of these agendas. Faculty have volunteered for ad hoc and standing committees that will be fully implemented next school year. This direction parallels that national trend in the NEA and the AFT to involve teachers in issues that affect them.

Guidance Department Reorganization and Research Project

Newly reorganized, the team of seven high school counselors had a smaller case load, but broader job descriptions for the 1985-86 school year. Each counselor now has a desk-top computer so that scheduling became less demanding of their time, with better results for the students. The college counseling research project yielded excellent results. Counselors connected personally with college admissions officers, offered an

exemplary project "Choice Not Chance" to all juniors and their parents, published a new booklet describing their services, and in general upgraded all their already excellent skills in college counseling. They worked as a team in all projects, and now serve as an example to other departments on what can be achieved through the clear setting of goals.

Assessment of the English Curriculum

Throughout the school year, the English Department examined its curriculum needs for the future. Not satisfied with a curriculum that is as good or better than most high schools of our calibre, the department continued to "prune" its elective semester offering and strengthen the remaining courses. The department decided that the teaching of writing is important in all English courses -- not just a set of electives-- and revised the curriculum to include this skill throughout the coursework.

Coalition of Essential Schools

The high school faculty and the school committee voted to join the Coalition of Essential Schools as an Associate Member. The Coalition offers the flexibility to work on goals particular to specific schools. Our school decided that the goal of "Student as Worker" fit our emphasis on student active-learning, coaching and Socratic discussion as exemplary teaching styles, and student involvement in decision-making. Membership in the Coalition means that we receive support from and share ideas with other member schools and that we attend several conferences at Brown University. After attending the most recent conference we found that many schools from across the United States are interested in visiting Andover High, particularly to observe our Odyssey Program and our Democratic student government program.

Parents Association Growth

The high school parents organization grew enormously this past year, and explored possibilities previously not considered. The group and its five very active officers conducted a fall program for junior and senior high parents called "Whose Party Is It? The Andover Teen Social Scene" that was attended by over 300 parents. They followed up on ideas presented in this program by initiating a first-ever teen club for Andover High School and five other area schools, and offering a chance for parents to join a support and networking group. They sponsored a highly successful Teacher Appreciation Day and became involved in many student/staff committees. They continued to sponsor the Ninth Grade Parents Orientation and the Fall Open House and started collecting dues for next school year. These dues, along

with the School Improvement monies will expand the Parents Association budget next year so they can implement many of their ideas.

In conclusion, Andover High can report a continued growth in programs that go beyond the mainstream. We feel confident that we are offering a superior education to our students and are supporting our staff in every way in which we are capable. Now we are working on those issues that go beyond the "typical" suburban high school but which are truly necessary for its survival and rejuvenation.

DOHERTY JUNIOR HIGH SCHOOL

Dr. Richard F. McGrail
Principal

The 1985-86 school year was a busy and productive one for students, faculty and administrators alike. In addition, the parent community, through the vehicle of the Parent Advisory Council, became more involved in the activities of the school than had been the case in recent years.

Within the first two weeks of the opening of school, students received a set of standards and expectations from their teachers. These standards were reviewed with students and sent home to parents so that all involved could have a better idea of just what would be expected in each subject area. We found this to be a very effective means of communication and plan to continue the practice.

In the academic areas, our students continued to excel, not only in the standardized achievement tests but in regional and state competitions as well. This was particularly true in the area of mathematics and French where the opportunities for regional and state competitions were more available. Our musical groups flourished with a number of students chosen to take part in the state chorus and instrumental concerts.

Students were very active also in a variety of extra curricular activities. The Math Team, Chess Club, Yearbook, Newspaper, Dramatic Club, Debating Team and Student Council all gave students the opportunity to become involved in the life of the school. While each group added significantly to the vitality of the school, perhaps the achievement of the Chess Club gained the most attention. For the second time in three years, the Chess Club won the Junior High School State Championship and represented Massachusetts at the National Championship in Seattle, Washington, where they did themselves proud.

The faculty and administration had a very busy year as well working on such projects as expanding the area of critical thinking into the established curriculum and adding variety to instructional strategies. In addition to the above which relates directly to the classroom, much time and effort went into devising a new organizational structure designed to better monitor the progress, both personal and academic, of all students. The result of a year's study was our current division of the school into two houses with a house master in charge of each house. In addition, we now have teaching teams at all three grade levels whereas in the recent past, this has been true for the seventh grade only. We are confident that this new design will bring faculty and students closer together in working toward their mutual goals.

The Parent Advisory Council also had a very active year working in collaboration with the parent groups from the other secondary schools. They sponsored a very successful talk by Dr. James Garvin open to the entire community. Dr. Garvin's talk dealt with living and learning with the adolescent. PAC climaxed a very active year by sponsoring a most well received teacher and staff appreciation day in June. The parents joined with the students in this activity.

One of our goals for this year was to improve our communication with parents and the community at large. This goal included involvement with community activities. Our assessment at the conclusion of the school year was quite encouraging. Our parent coffees at the beginning of the school year were well attended and our Open House in the Fall and Spring Thing in May were both seen as successes by faculty and parents alike. In addition, our students were very much involved in the community whether collecting food for the needy, visiting the elderly, or taking a very active role in the Senior Olympics held at Doherty in early June. This event was held at Doherty for the second year in a row.

Over two hundred senior citizens from the Merrimack Valley engaged in a variety of games and contests assisted by a like number of student volunteers. It was quite a treat to see the elderly and the students sharing a few hours together.

All in all, it was an active and exciting year. We all look forward to even better things in 1986-87.

ANDOVER WEST JUNIOR HIGH SCHOOL

William E. Hart
Principal

I hereby submit the twenty-fifth annual report as Principal of Andover West Junior High School. Our theme for the 1985-86 school year was "Instructional Equity".

We conducted three successful symposiums in cooperation with the Parents Advisory Council. The symposium provides a wonderful setting to break down the isolation of the suburbs and allow neighbors to get together and share mutual concerns. A plan was developed with our Parents Advisory Council to plan Friday night activities for 9th grade students at both West Junior High and Doherty Junior High Schools. We had a variety of activities which would interest 9th grade students with combined teams from both schools. A social hour which included refreshments ended the evening.

A video tape of the Program of Studies was completed and presented to the School Committee as well as parent groups at Open House. In addition, the video was used as part of the 6th grade Orientation, and will be used as a required part of the orientation of all new students.

We have established the organizational framework for a "pilot" program in grade 9 related to the "Paideia Proposal". The plan will involve twenty (20) 9th grade students during the 1986-87 school year. The object of this plan is to shift greater

responsibility on students for their own learning using the Socratic approach. We have established a "Paideia" library in the Media Center which is available to all staff members. The possibility of a Horace Mann Scholar relative to the "Paideia Pilot" will make provisions for training and guiding those teachers assigned to the "pilot".

We fully implemented our Study Skills Institute in grade 7, whereby each student is scheduled for two (2) Study Skill lessons for one-half a year. A formal presentation was made to the School Committee which outlines the various components of our Study Skills Institute. In addition, we conducted an evening program for parents which involved six (6) sessions. As part of this program for students, we set up an Individualized Study Skills program in our Learning Lab as reinforcement. A Study Skills Booklet was prepared which outlines all phases of our Study Skills Institute.

The additional Guidance time which allows for two full time counselors has had significant positive effects on the services delivered by this department.

This year we instituted Quarterly Recognition Assemblies, where we recognized student achievement in various areas--attendance, effort, scholarship, sports, music, etc. We also held our Scholars Receptions in May which honored those students who had attained Honor Roll status for the first three terms.

Our Staff/Student contracts outlining teacher standards and curriculum continues to have positive benefits in monitoring curriculum programs. It also allows us to share expectations with students and parents.

Our "Community Outreach" was carried out by Open Houses in October and May; coffees with parents in September and March; Scholars Receptions, Award Assemblies, Parent Advisory Council meeting, Symposiums, etc. These occasions provide us interaction with the community, and provide parents the opportunity to come into the school to talk with us, express satisfaction and/or concerns, and feel comfortable with our programs.

We hosted a very successful Greater Lawrence Student Leadership Workshop in April. Students from ten (10) Greater Lawrence schools and their teachers, participated in this workshop. All Principals teachers, and students involved felt it was very worthwhile. We look forward to expanding this concept in the coming years.

We implemented the new state testing of students (Chapter 188) in April. Results will be forthcoming this fall. Our SCAT/STEP results were high again this year.

My overall assessment of the 1986-87 school year is definitely positive. As I assess the school climate, staff morale, student achievement, and other indicators, I feel that the year was very positive for staff and students. There is a general feeling that the school is a caring place, and the school community enjoys the environment.

Finally, I am indebted to Dr. Seifert, Dr. Loomis, my Assistant Principal Mr. Covino, and a most supportive staff for their advice and assistance during this past, very positive, year.

BANCROFT ELEMENTARY SCHOOL

Iora J. Alexander
Principal

The 1985-86 school year found our enrollment to be rather constant with a figure of 558 pupils. Overall attendance was very good with 25 students receiving commendation for perfect attendance for the whole year.

At Bancroft, we initiated a monthly General Assembly. This provided a time when the entire student body gathered together to share plans, projects, and ideas. The student council was responsible for the agenda and conducted each assembly at which students received recognition for such accomplishments as perfect attendance, Triers Club, White Glove Award, Bus of the Month, etc. The student council did a fine job and this activity was well received by students and parents alike.

Through our Partnership-in-Pride Program (see pictures attached) students at Bancroft worked with students in another grade on academic projects, community service, and some activities just for fun. Money was raised for the restoration of the Statue of Liberty, 690 pounds of food was collected for Neighbors in Need, and \$4,009 contributed through "Jump Rope for Heart." These were just a few of our community services.

One of the highlights of this year for the students, teachers, and parents was our planning of a creative playground. Architect Robert Leathers met with students to discuss their ideas on February 27, Design Day. The excitement and enthusiasm ran high and culminated with an evening meeting with a standing room only crowd. Much of the community has been involved in this project. The playground will be built by volunteers over a four-day period in September in a spirit resembling an old-fashioned barn-raising. It has been a tremendous project and we are looking forward to having children from all over Andover enjoy the playground.

Parents and teachers have worked together to produce a booklet stating our philosophy and the rights and responsibilities of students, parents, and teachers. We also have put together a handbook of relevant information regarding our school. Both booklets will be distributed in the fall.

These are just a few of the highlights of a very successful year for the Bancroft community.

BANCROFT SCHOOL
Partnership in Pride



Restoration Funds



Hat Parade



May Baskets for the Elderly

EARLY CHILDHOOD CENTER AT SHAWSHEEN

Linnea Gershenberg
Coordinator

The Early Childhood Center has had an expansive second year in all areas.

Curriculum

Eight of the eleven classroom teachers took Math Their Way courses (two additional teachers audited). The math curriculum has been strengthened because of this commitment. Two teachers are taking a writing process workshop. Interest generated by this course and recent research regarding reading is motivating extensions in the program in the areas of reading aloud to children, having children draw, writing down children's dictation, having children invent their own spelling, and encouraging children to create their own stories, poems and dramas and songs. Fifteen curriculum unit boxes have been organized in anticipation of generating more sharing of precious materials and insuring more integration of subject areas.

In-Service and Chapter 188

Two teachers have been accepted to participate in a two week summer science course at the Museum of Science. The Museum will provide an outreach program to the Early Childhood Center throughout the coming year. Two teachers have written a Commonwealth In-Service Training Grant to enable ten staff members to participate in a Wheelock College course entitled RX.: Play in the Early Years to Prevent the Economic and Psychological Costs of Later Remediation. This will be a joint venture with Haverhill Early Childhood teachers. The Chapter 188 School Improvement Grant provided useful materials as well as courses for five staff members in math and developmental education. Our Chapter 188 Early Childhood Planning Grant has been approved and will be implemented in the fall to study the efficacy of full day kindergarten.

Student Expressing a Loss (SEAL) was a four week workshop given by Hospice in October and November and attended by all teachers and many parents. The workshop helped staff and parents understand how children express a loss and suggested ways to support them through the grieving process.

Parent Communication and Education

The monthly PTO newsletter, "The Cocoon", and biweekly communications from teachers explaining the curriculum kept the parents informed of activities and curriculum objectives.

The monthly PTO meetings have been accompanied by educational programs. The PTO was very active and provided family activities and enrichment.

A recent questionnaire was included in the "The Cocoon". The limited responses indicated that parents understood the curriculum and were pleased with communications.

The many volunteers appear to add to clarifying the Center's goals in the community.

Progress Reports

There have been four reporting periods during the kindergarten year in addition to a letter or conference following the spring screening. After much discussion of how to best inform parents of progress, the following reporting procedure is recommended:

1. The first quarter mandatory conference with parents and an explanation of the first quarter's marks will remain the same (November).
2. Second and third quarter marks will be combined and closed in late February instead of January. A tremendous amount of monitoring of readiness skills and decisions for first grade readiness is expected by January, necessitating another round of conferences. Late February report cards would insure a more thorough process. The post kindergarten screening process is extensive and valuable and needs time between the beginning of March and June to be done effectively, making careful recommendations for the following year's placement.
3. Additional conferences are needed in June when the Readiness Room or First Grade with special support services are recommended. June will continue to be the last marking period.

In order to ensure the thorough monitoring, additional testing, and multiple conferences needed for the child's first year of school, there will be three reporting periods: November, February and June. The Readiness Room has had 3 reporting periods plus a fall conference that will be changed to follow the kindergarten reporting system.

Teachers will spend more time conferencing with parents and less time on consuming paperwork.

Developmental Placement

Andover parents have wholeheartedly accepted the developmental philosophy. There were just two candidates for early entry to first grade during preschool screening. (These children will turn 6 after September 1.) In previous years, the number has been between 6 and 10 children with fall birthdates. It could be that parents are responding to the tremendous amount of research and readily available articles regarding the benefits of not hurrying children. Please see the Massachusetts Elementary School Principal's Association Position Paper, "Recommendations and Resources for Developing Kindergarten Programs for the 1990's", published this year.

Screening

An in-depth study of the pre-school screening program showed the viability of completing the process in six days as compared to four weeks.

Research

This year's update of the longitudinal study of the Readiness Room by Marilyn Johnson, Wheelock Intern, shows the statistical viability of the gift of time. It is, unfortunately, impossible to include the individual testimony so regularly offered by parents and teachers as to the effectiveness of developmentally appropriate education..

SANBORN ELEMENTARY SCHOOL

A. Eugene Frulla
Principal

I hereby submit my second annual report as Principal of the Sanborn School. The 1985-86 academic year ended with 386 children housed at the Sanborn School. Sixty-two children successfully completed the Sanborn School Grade 6 program, while the 1986-87 Grade 1 class is projected to include 73 students. At the time of this writing, 413 children are enrolled in the Sanborn School for the academic year 1986-87. For the first time in several years the incoming Grade 1 class is expected to outnumber the outgoing Class of 1986. If a trend begins the school facility, which is 100% utilized, may require greater future development than has been projected.

For the past two years the space available for use as a media center has been described as inadequate. Further development of the integration of the Media Center and Technology will be impeded by the lack of available space. The Sanborn School has completed the academic year without a classroom space designated as a music room but rather has scheduled music on the cafetorium stage and available classrooms.

There have been a number of highlights which have marked the passage of the Sanborn School academic year: A joint administration/P.T.O. effort to provide greater communication between home and school initiated during FY-85, continued to flourish throughout FY-86. The community has continued to provide a wide range of support to the school. Numerous volunteers provide direct services to the classroom teacher. Financial assistance via the P.T.O. provides funds for pilot or special classroom activities. Numerous ad hoc committees have been called upon to provide clarification for or advice to the administration.

The school vision which includes the use of technology to assist students continues to flourish. All staff members have participated in joint training and awareness workshops provided by industry.

Numerous inservice activities within the school system related to the use of technology in the school have been frequented by the staff. The use of computers within the classrooms has increased dramatically. As a result the demand for hardware as well as the commensurate "down" time due to age and wear is also increasing.

The Sanborn staff and administration has been pleased with the efforts of the students to develop a workable student government model. Grade levels and rooms have been paired to insure primary student participation and guidance in school-wide activities.

The students have reacted positively in our efforts to recognize attendance and school effort. On a quarterly basis, a non-material reward in the form of a congratulatory personal letter was presented by the principal to each child meeting the criteria.

The academic year concluded with the usual school-community activities. As in the past, these activities including picnics, assemblies and "open houses" were well attended.

The Sanborn School year concluded with two notable retirements: Agnes Devejian and Maureen Mangiaglia. The Sanborn School Staff and I are proud to have been associated with these teachers.

South Elementary School

Jade Auger, Principal

It is my pleasure to bring you this final report for the school year 1985-86. This first year as principal of South School has been challenging and rewarding. I thank again the staff, parents and students for their cooperation, support, and enthusiasm as we worked together in our mission to offer all members of our school community an exciting learning environment.

Early on in the year we were involved in identifying the philosophy and goals of our school community as well as the rights and responsibilities of the school community members. Our goals and expectations are lofty indeed. These documents will hence forward become working models with which we begin each year. They will grow and change as we as a community grow and change. Supplementary to this we developed a vision for the school and shared this with the school community. This too will be a working model to be shaped and no doubt, reshaped in the next few years especially within the context of our newly formed School Improvement Council.

The work of the School Improvement Council spearheaded the instructional emphasis at the school this year. The Council took as its major goal an emphasis on a process approach to curriculum, focusing on hands-on learning experiences, decision-making, problem-solving, and higher level thinking skills for students at all levels.

As a result of this emphasis you will notice, for example, additions to our math classes of many more hands-on concrete experiences with manipulatives pursuant to paper and pencil symbolic exercises. Students in their writing classes are moving through the same process that writers use when they compose. They do extensive activities before they write during

which they collect data and clarify what it is they really want to say. Then they struggle with how best to say it. There is a great deal of discussion with their peers and teacher who become their audience. Communication, then becomes a collaborative activity.

Underlying all of our instructional goals this year was an emphasis on teaching problem solving strategies. We are teaching students processes for defining problems and for inquiry, for locating and identifying salient information and data to approach a problem, and finally for interpreting the data for use in making decisions. We've had several problem-solving activities including the Massachusetts Future Problem Solving program, Junior Great Books, Chess, and a Young Author's Club, not to mention the myriad of activities on-going in classrooms.

An important part of our vision is to increase the role of students in their own learning. We are approaching this through the development of classroom and school responsibility roles. It is our feeling that students must learn responsibility just as they learn other skills and through training can become good citizens and strong leaders. This year the faculty helped students organize such groups as a student council, peer tutoring (Classroom Coaches), a safety squad, and a service squad. Students are beginning to run assemblies and many of our students have been involved in a number of community service-related projects.

We welcomed several new staff members this year and said farewell to others. Permanent appointments included Sharon Hehn at grade 5 and Steve Crowley at grade 6. Chris Williams filled a permanent substitute position at grade 3. All of our new teachers did a superb job adapting to the expectations of the school department as well as to bring to the school their own personal strengths. We were also lucky to be able to host three student teachers who were a delightful addition to the staff.

We experienced two losses this year. Mrs. Dorothy Bajoras Murphy passed away after a short illness. Mrs. Murphy had taught

at South School since 1974. She was respected by faculty, students, and parents alike and will be sorely missed. Mrs Barbara Crouch is also leaving us for a well earned retirement. She has taught school children for 21 years. An optimistic and active individual, she continued to try new techniques up until the very end of her career.

Our Parent Teacher Organization was extremely active this year in a number of areas. Through a number of new and exciting fundraising events including the tremendously successful fashion show, money was raised to fund such things as playground equipment, a variety of in-school materials, a number of cultural events, the Authors and Illustrators program, and several school-wide social events. Well over one hundred parent volunteers gave of their time and expertise to the school community this year..

Most gratifying of all is a climate that began to emerge in our school community that is filled with spirit and a commitment to work together in finding ways to help our youngsters find and develop their personalities, their skills, and their talents during their elementary years. I believe we're well on our way.

WEST ELEMENTARY SCHOOL

John A. Coyle

Principal

This is my sixth annual report as principal of West Elementary School.

During this school year enrollment, which has been constant, started a rising trend. For the first time in recent memory, the incoming first grade was larger than the outgoing sixth grade, an indication that the building boom in West Andover will have a positive growth affect on West School for the coming years. The total school enrollment exceeded 750 pupils and indications are that this will increase in the 1986-87 school years. Student daily attendance increased as well over the previous year and was close to 96%. There were sixty-four students with perfect attendance.

There were many notable highlights during the school year. The entire staff participated in an inservice course of fifteen hours which was devoted to the 4Mat System - an intricate system of teaching to learning styles using the latest education theory and practice. Teachers learned how to write lesson plans and units that would meet the learning styles of all learners and expand their (the teachers) creative abilities.

Thirty-one fifth and sixth graders participated in the National Dance Institute's Event of the Year at the Boston Opera House. These students took dance lessons one hour a week during the school year and then combined with schools from Maine, Boston, Brockton, Sudbury, and East Boston to participate in the major dance event. Miss Rozzi, physical

education teacher at West, assisted the group and also performed at the Opera House.

The entire third grade class participated with the recently formed Economic Collaborative and had a year-long economic study, which culminated with a trip to local merchants and a lemonade/popcorn sale at school. Many speakers were brought in to work with the students from a wide variety of occupations. They learned advertising and marketing skills, profit and loss statements, as well as what it takes to run a successful business. It was a great participatory learning experience.

The fourth grade did an indepth study of whales, which culminated in a whale watch trip out of Gloucester, Mass. The students were rewarded when their boat came upon whales about 20 miles out of Gloucester. It was also rewarding to me when I received a letter from the Whale Watch boat and crew, informing me that they were the best behaved group they had ever taken on a whale watch cruise.

The sixth graders were very active. They set up a haunted house in the school auditorium for the younger students. They continued their association with the Andover Manor Nursing Home, which they visited weekly in small groups to aid and assist our senior citizens. The major production of the KING AND I was highly successful and well received by the entire school and community.

There was a variety of intra-grade activities with students helping students. These activities were very productive and led to a greater feeling of school community.

The annual Jump Rope for Heart fundraiser collected over \$7,700 which was donated in memory of Jeffrey Stephanelli, deceased son of a West School staff member.

The fundraiser for the Statue of Liberty collected the second largest amount of money of all Andover's schools.

The West School P T O group provided many cultural events for the students, sponsored a Teacher Appreciation Day, purchased computer hardware and software, and supported field trips for each grade group.

In retrospect, I feel the 1985-86 school year was one of academic growth for the students, a successful staff development year, and a greater sense of West community was developed. As a result of these factors, I look forward to an even better year in 1986-87.

REPORTS

Interscholastic Athletics	Richard J. Bourdelais
Computer Services	Jerilyn P. Garofalo
Fine Arts (Music and Art)	Diana Kolben
Library Media Centers	Annetta R. Freedman
Physical Education	Richard Swift
Pupil Personnel and Health Services	Mary French
Reading and Language Arts	Dorothy Sipsey

INTERSCHOLASTIC ATHLETICS

Richard J. Bourdelais
Program Advisor

The Interscholastic Athletic Program maintained a tradition of successful programs during the 1985-86 school year. The students in Andover continue to take interest in the program as evidenced by the large numbers of students participating and the overall successful records of the different teams.

Opportunities available this past year included:

A. Eighteen different sport activities

1. 28 boys' teams: 18 high school, 10 junior high
2. 28 girls' teams: 18 high school, 10 junior high
3. Eight cheerleading squads

Ninth grade students are eligible to participate on teams at the high school when a specific sport is not offered at the junior high level. Last year, ninth graders participated on the high school golf, swimming, gymnastics, indoor track, skiing and tennis teams.

The boys swim team competed in its first ever varsity season. Student interest was satisfactory enough to pursue this opportunity for the boys. We are hopeful that this program will grow and that student involvement will increase. The coach and the boys proved to be dedicated to developing the program and set an admirable foundation to build on.

There were 790 male positions and 610 female positions filled on teams at the high school level and 43% of the sophomore class, 39% of the junior class and 40% of the senior class participated in the program. It is estimated that the percentage at the junior high levels is higher than the high school during the fall and spring season.

The coaching staff consists of 73 positions over the three sports' seasons. Andover is fortunate to have a dedicated group of individuals willing to continue in this capacity. Filling coaching vacancies is becoming increasingly more difficult and is an area that requires constant attention in order to provide the best possible leadership available.

Although winning is not the most important characteristic of an athletic program, Andover did enjoy a successful year in this category. Including all sports at all levels the program record for 1985-86 was;

	<u>Wins</u>	<u>Losses</u>	<u>Ties</u>
Fall	60%	29%	11%
Winter	57%	42%	1%
Spring	71%	28%	1%
Average 1985-86	63%	33%	4%

Andover teams were competitive in most sports at both the league and state level.

The addition of lighting on the Eugene V. Lovely field contributed to increased spectator attendance by being able to schedule contests at night. It is the feeling of the staff and the athletic department that this venture proved worthwhile. We are appreciative of everyone involved in making the lights a reality for our community.

The efforts of the School Committee, Administration and Staff has again provided a budget that allows us the opportunity to address the issues of adequate inventory of uniforms, instructional and game equipment as well as the many other financial demands imposed on a program of this size.

During the process of developing the budget for FY87, the administration adopted the elimination of the user fee effective in the fall of 1986. This example of program support is appreciated by all involved in the program.

Andover is a member of the Merrimack Valley Conference composed of 11 schools from the Greater Lawrence/Lowell area. This conference is one of the most competitive in the state.

This past year, focus at the conference level was on scheduling format and philosophy, athlete behavior, and alignment of member schools.

The athletic program enjoyed a successful year. The support of this community has enabled our school system to provide this important facet of the students learning experience by extending the school day to include an athletic program.

COMPUTER SERVICES
Jerilyn P. Garofalo
Computer Resource Teacher

It became increasingly obvious during my first year in Andover that before we could look to the future we needed to meet the needs of the present. My three goals for 1985-86 were to train as many teachers as possible, to organize the efforts of teachers who use technology and to help computerize the paper-work flow in the offices.

Training Programs

My philosophy of computer training is that the first step is to train the teacher how to use the computer as a tool to make their job easier. The teacher then applies that knowledge to their own curriculum and finds ways to integrate the computer into their instruction. My training efforts focussed on AppleWorks. AppleWorks is an integrated program that contains a word processor, a database and a spreadsheet. Each course meets for ten weeks for two hours after school and was filled to capacity. One hundred seventy staff members took part in these courses:

- Fall 1985 - Introduction to The Apple
- Fall 1985 - AppleWorks
- Spring 1986 - AppleWorks Independent Study*
- Spring 1986 - AppleWorks for Secretaries
- Spring 1986 - Choosing and Using Software
- Summer 1986 - Take an Apple Home for the Summer**

*Because of the demand for the AppleWorks course and the limited amount of space available, I developed and offered it in an independent study format. This allowed teachers to work at their own pace and in time slots that better suited their learning styles. This independent study format was a big success and is now being used in 15 other school districts, including Lexington and Wellesley.

**The process of evaluating software, finding something appropriate and incorporating it into your lesson plans is too time intensive to be accomplished during the school year. The teachers who are willingly giving of their summer time to look for better ways to

incorporate the computer into their curriculum deserve a big thank you.

The Computer Advisory Committee

This year Dr. Seifert formed the Computer Advisory Committee. The goal of the committee is to create a long-range plan for the use of technology in Andover. The project plan consists of five steps: Needs Assessment, Research/Planning, Development, Implementation, and Evaluation.

We completed the Needs Assessments phase this year by doing a staff survey on technology and interviews with principals, program advisors, and department heads. The results of these were shared with the technology group. We also started the research phase and were able to visit the Lexington School System prior to the end of school. Next year's goal is the development phase with hopes of implementation in the following year. Evaluation is a continual process. During the next two years we will continue to improve upon what we are doing while we develop a long range plan.

Administrative Uses of Technology

Other than the AppleWorks course offered to secretaries, all efforts in this area have been on a one-to-one basis. The AppleWorks course showed secretaries how to use the word processor to save time with repetitive tasks, how to control their inventories with the database and how to manage their budgets with the spreadsheet. This is only the beginning and we plan to build on it next year.

Speaking Engagements

I was invited to speak at two educational computer conferences this year. In the fall I spoke at Plymouth State College on our Mastery Management Program. In the spring I spoke at Lesley College on Staff Development. I was very pleased to represent Andover as a leader in the field of educational computing.

Looking Ahead

Thanks to the generosity of a special warrant passed at Town Meeting, next year the high school will open with some new equipment in place. We look forward to an exciting year of new course proposals and the development phase of the plan. Training will again be a top priority for next year with a renewed emphasis computerizing administrative tasks.

FINE ARTS DEPARTMENT
Diana Kolben, Program Advisor

The high school marching band kicked off the 85-86 school year by achieving the highest music score in the New England Scholastic Band Association. This association includes some thirty high school bands from the New England states and the state of New York.

As the year progressed, high school music students continued to be active in auditioning for senior district and all-state instrumental and choral ensembles. Six students were chosen for the district ensembles and two instrumentalists were chosen for the all-state band.

The high school band and chorus traveled to a choral and band festival in Montreal, Canada. Andover will host this festival in May at the Collins Center. The high school drama club presented the three-act play, Harvey. Next year, three one-act plays will enter state-wide competition. The high school spring musical, South Pacific, included some ninth graders from West Junior High.

Hosting the Massachusetts Music Educator's all-state, which included five hundred of the best high school choral and instrumental musicians, was the highlight of this 85-86 year. Students from one hundred and eighty towns were guests in the homes of parents, friends, secretaries, principals, program advisors, the headmaster of the Pike School and our own Superintendent.

High school graphic arts students continue to put together the school newspaper and the newsletter. This year a literary/art book entitled Images was another part of their endeavors. School students designed and painted a new mural to be hung on the stairway balcony in the front corridor. High school art students continue to contribute works to the Lahey Clinic.

The all-town junior high jazz band was active in competition. With the all-town middle school band, they toured the elementary schools. The junior high and high school jazz ensembles entertained senior citizens at their center.

Students from both junior high schools auditioned for district music ensembles. Twenty-five choral and instrumental students were chosen to participate - more than ever before.

The Doherty junior high band and chorus went to New York city to tour and play on the steps of Lincoln Center. Junior high art students along with their high school counterparts participated in the Boston Scholastic Globe Art Awards. A student at West junior high received a gold key.

Art students on all levels exhibited in the Collaborative Art Exhibit which toured North Andover, Andover, Lawrence, Haverhill and Methuen. Schools toured an exhibit throughout the town as well as at central office.

Approximately six hundred art and music students participated in the fine arts festival this year hosted by West junior high. Next year in March, which is Music and Art in our Schools Month, the Collins Center will host the bi-annual festival concert.

A new program, in conjunction with National Dance Institute, was implemented at the Sanborn and West Elementary schools for fourth, fifth and sixth grade students. Interested students had to audition for a place in the dance class which was conducted one hour each week from October through May. Students danced for their respective parents in their own schools. They toured South and Bancroft during dance week under the auspices of the Arnold Dance Foundation. Students danced with other schools from Roxbury, Dorchester, Sudbury and Brockton at the Opera House in Boston on June 18th.

Next year the program will be at the Bancroft school in addition to West Elementary.

The department revised curricula and basic skills tests. This year goals were junior high art, high school drams, and elementary music. Next year, the foci will again be junior high art, junior high and high school vocal.

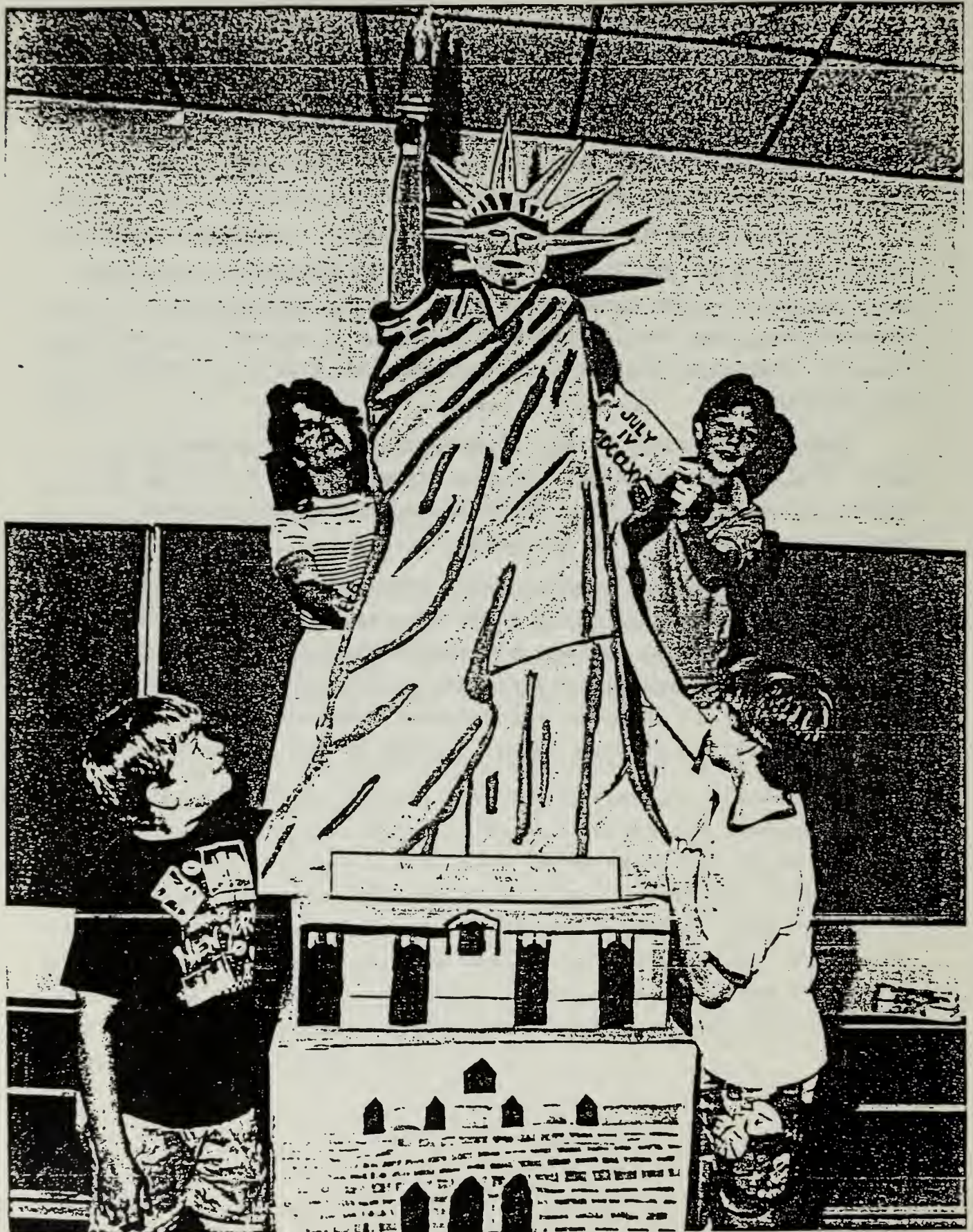
Kilns continue to be a source of concern. The three-dimensional portion of the Andover Public School art program has been severely limited due to the fact that kilns in every school are inoperative. For the fourth year the program advisor will continue to work with the building inspector in order to rectify this situation.

The Youth Concert Series at Symphony Hall for grades 4, 5 and 6 will be discontinued. In its place will be a program designed, in conjunction with the Collins Center, for Andover public school students in all grades.

This year of Miss Liberty ended appropriately when West Elementary art students built a ten-foot tall Statue of Liberty. The Governor arranged to have the statue displayed at the State House on July 2nd for the swearing-in of 100 new citizens. The students had their names in the program, reserved special seating and a reserved parking space adjacent to the State House.

STATUE OF LIBERTY FOR STATE HOUSE IMMIGRATION CEREMONY

July 4, 1986



THE LIBRARY MEDIA CENTERS

ANNETTA R. FREEDMAN, PROGRAM ADVISOR

Media services are an integral part of the instructional program. The media center program is planned to extend and complement the established curriculum and is an indispensable part of that curriculum in order to help each individual develop to her/his full potential and to relate to her/his environment.

Creative use of our facilities require careful planning by the media staff. At the elementary level, classes are scheduled regularly for library skills and literature. Also, small groups of students may use the area independently at any time. At the secondary level, students mainly use the resources and facilities according to individual needs; however, upon teacher's request, classes do attend for instruction and class assignments.

The program objectives are:

1. to provide students and teachers with a wide range and variety of printed and non-print materials, including computer software.
2. to select materials appropriate to the interests and abilities of the students.
3. to work with students and teachers in using a variety of materials to support and enrich the instructional program.
4. to stimulate students' growth in research skills and factual knowledge.
5. to promote increasing understanding and enjoyment of literature.
6. to develop skills leading to independent selection and use of library materials in all media.
7. to teach and assist in the use of computers and computer programs.

The program in support of these objectives shall help pupils:

1. develop independence in study and reference skills through sequential instruction in use of books and audio-visual materials.
2. become discriminating readers of literature appropriate to their maturity, ability, interests and needs.

The Media Center program at the Early Childhood Center was expanded and proved to be a high point in the children's kindergarten experiences.

The P.T.O.s have been very generous in several of the schools in providing funds for Authors and Illustrators program. The children and teachers were thoroughly impressed with the creativity and interest of these people. In April, the Media Services and the P.T.O.s of the Elementary Schools and Early Childhood Center sponsored Jim Trelease, author of The Read-Aloud Handbook, who spoke to a very receptive audience of 600 parents and educators. He stressed the importance of reading to children, how reading aloud awakens children's imaginations, improves their language skills, and opens new worlds of enjoyment.

On Rollins Cablevision Channel 12 (the Andover Educational Channel), many programs were aired in both the day and evening schedules. High school students under the direction of Jake Edmund planned most of the programs, operated the equipment, and edited the footage. A well received program was Story Stop presented by Jean Pendergrass, Chris McDermott, Mary Cassidy and Dorie Bicknell, media librarians in the schools. The children in the community gave this program a high rating. An aerobics program was presented by a group of Doherty students. In the spring, Learning to Learn, a three-part series involving teachers and students talking about how to study and displaying study habits proved to be effective in learning. Other productions included an overview of the Special Needs programs, interviews with students, interviews with well-known persons in the Boston area, students on a whale-watching trip, musical events and workshops. We look forward to increasing the schedule next year.

The Professional Library and the Research and Development Center at the Administrative Building have been very busy this year. Materials have been loaned to teachers and parents, who are welcome to borrow books and periodicals. The Research and Development Center is used at least once practically every day. The professional collection is being built to meet the needs of the faculty in curriculum research.

The use of all Media Centers has continued to increase. The circulation at the elementary schools is an average of 50 items per year per child and at the secondary level 210 items per year per student. In addition to the students' use of materials, the circulation to the faculty has been high. We also loaned 5,820 books to elementary students for summer reading.

Under the Education Consolidation and Improvement Act of 1981, Chapter 2, a project was submitted and approved by the State Department of Education for the purchase of equipment and reference material for the media centers. Allocations (a legal requirement) for Pike School and St. Augustine School were included in this grant. Materials were processed and placed on permanent loan in those schools.

Physical Education

Richard Swift
Program Advisor

The Physical Education Program offers a variety of instructional activities to meet the varied ability and interest needs of its students.

Instructional Program: The instructional program continued to serve all the students in a progressive and challenging manner. Emphasis upon motor and fitness development continued to be a high priority. Skill development in team, individual and lifetime activities continued to receive a high instructional priority with the department.

Adapted Physical Education: Over 150 students identified by the physical education staff as in need of additional motor and fitness development were provided specialized instruction to deal with their weakness areas. Most of these students are ages 4-12.

Enrichment activities were offered also as many of these students participated in intramural programs, swimming instruction and the special olympics. Special Olympics included track, swimming and bowling.

Activity Program: The activity program is a grade 4-12 program that provides after school activities. These activities are many and meet the varied interests of students. This year, 1564 students participated in the activity programs.

Special Activities: During the school year, there were special activities offered to students. Some of these were:

1. Fitness Challenge - students grades 3-9 compete to determine the most fit student in each event.
2. Jump Rope for Heart - Bancroft, Sanborn and West Elementary students participated in the American Heart Association Jump Rope for Heart Program. West Elementary raised over \$7,700. under the direction of Louise Rozzi.

3. The Demonstration Jump Rope Team the "Double Dimensions" from the high school under the direction of Evelyn Cullinane were invited to present their jump rope skills at school assemblies and the State Physical Education Convention.
4. West Side Swingers - the west elementary rope jumpers under the direction of Louise Rozzi presented their skills at the State Physical Education Convention.
5. Elementary track meet - the fourth and fifth graders participated in the annual track meet at Lovely Stadium in May. Over 600 students competed.
6. Greater Lawrence Volleyball Tournament - the boys and girls volleyball teams won the second annual Greater Lawrence Collaborative Volleyball Tournament.

**PUPIL PERSONNEL
and
HEALTH SERVICES**

Pupil Personnel is primarily composed of a comprehensive network of services designed to assist every special needs child in realizing his educational potential in as normal a setting as possible. Some children require a small amount of extra help - an hour per week of speech therapy or adaptive physical education for example. Others benefit from spending a majority of each day in a specialized class where highly individualized teaching can be geared specifically to the needs of a child. Many options are available within the Andover Schools. Others are provided in classes shared with neighboring towns through the Greater Lawrence Educational Collaborative. A small number of youngsters with either very specialized or very severe handicaps require placement outside of the Andover School System.

Of the 379 youngsters evaluated during the 1985 - 1986 school year, approximately 85% were recommended to receive special help. Additionally, 379 three and four year old children were screened to determine whether special assistance was needed prior to or at the beginning of kindergarten.

PROGRAMS

707 students benefitted from one or more of the following special needs services provided in the Andover Schools:

Adaptive Physical Education: 192 pupils

Small group instruction for pupils with perceptual-motor coordination, fitness, weight control or severe physical handicaps.

Speech Language: 173 pupils

Classroom consultation, diagnostic testing, and therapy in the areas of articulation, language development and fluency.

School Adjustment Counseling: - 225 pupils

Therapy and counseling services for students and their families consistent with Chapter 766 requirements.

Learning Disability Tutoring: - 251 pupils - Language
37 pupils - Math

Small group tutoring for students with diagnosed learning disabilities. Instruction in language arts or math areas with specific teaching methods designed for students with perceptual handicaps.

Resource Rooms: - 183 students

Small group instruction and/or assisted study for secondary level students requiring a high degree of structure and teacher direction.

Substantially Separate Classes: - 112

Specialized classes utilizing methods and materials designed for students with moderate to severe learning disabilities, developmental delays, or social or emotional handicaps.

Other services provided to our students through the Collaborative include Physical Therapy, Occupational Therapy, and Vision Therapy.

Andover's commitment to provide special needs services of high caliber is long standing. Staff and parents share the goal of helping each child achieve his or her maximum educational potential. It is a pleasure for all of us to participate in programs and services which so clearly make a difference.

Health Services:

School nurses and health aides provide programs and services designed to assist students in maintaining good health and to comply with Public Health regulations. Examples include vision and hearing

screening, monitoring of immunizations and required physical exams, first aid and emergency treatment during the school day. Additionally, the health staff is frequently involved in Chapter 766 evaluations and the early childhood screenings.

Home/Hospital Tutoring:

The home tutoring program provides services to students in grades 1 - 12 who are out of school for medical reasons or are awaiting placement in appropriate educational programs.

English as a Second Language:

Ten children from five countries received English as a Second Language services. A part-time teacher, funded by a Refugee Grant, provided direct teaching to these youngsters and acted as a consultant to regular program teachers.

READING/LANGUAGE ARTS

Dorothy Sipse
Program Advisor

I. Curriculum

AIRS, Andover's Integrated Reading System, provides consistency of curricula throughout the elementary grades and has been the medium through which reading continues to be one of Andover's strengths. Since its inception, instructional and supervisory staff have expanded and revised AIRS content, and sometimes changed component form. But the original goal of the program remains worthy, -to provide our children with a language arts program which features consistant and continuous progress, mastery of skills and concepts, and, above all, one which fosters a love of reading and an appreciation of literature.

Components of the AIRS program are:

- Comprehension
- Word Meaning
- Structural Skills/Spelling
- Phonics/Handwriting
- Word Recognition
- Capitalization/Punctuation
- Grammar/Word Usage
- Individualized Reading/Literature
- Writing
- Speaking/Listening

Instructional and supervisory staff were involved in the creation* of Project WIN, a program for those children entering 1st grade who are not developmentally ready to assume the demands of the regular program. Careful monitoring of each WIN group in each elementary schoolhouse this past year, - WIN'S first year in use - indicated that the program is of merit. WIN children

*described in Annual Report 1984-85

mastered skills at a rate and at a pace appropriate to their needs, building a history of school success and of consequent confidence and self-assurance.

Further monitoring of the program should result in data from which standards for progress can be based.

All first grade children in the fall will begin a new AIRS program, - a continuation of WIN - which addresses developmental needs as defined in recent Early Childhood research. Fewer demands for pencil/paper work, and for dictation skills at the start of the school year will allow for time to ensure that each child master those skills necessary for abstract learning. Instructional materials are fresh and cheerful, and content is certain to arouse our children's interest and curiosity.

At a series of meetings held with instructional specialists and first grade teachers, these new materials, basal readers, teacher manuals, charts, and lessons plans were distributed and discussed. Staff, equipped and prepared for instruction of the new program, look forward to its premier use in the 1986-87 school year.

Positive comments on a survey of teaching staff indicate the success of the new Word Meaning booklets for 5th and 6th grade students. Developed by Andover teachers and supervisory staff, these additions complete the AIRS Word Meaning series. Lessons and exercises in Analogies determine relationship between a pair of words and apply that relationship to another pair. Content Vocabulary teaches definition and usage of words frequently found in our mathematics, science, and social studies programs. General Vocabulary utilizes high frequency words, and Semantics reinforces understanding of words in high interest categories.

Learning to Learn, our 6th grade study skills booklet which was revised and expanded last year, was the basis for three televised programs produced this school year on cable TV, channel 12, featuring 6th grade students and Andover teachers. The first production took the form of a classroom discussion group involved with conditions for studying, equipping oneself for school, and case studies of homework habits. Preparation techniques and tips for three test types were discussed in interview form in the second of the series. The final production was a game show in which children reviewed highlights of the study skills book in the Learning to Learn Pyramid.

The three presentations, approved by Dr. Seifert, introduced by Lois Haslam, are on tape for use in future school years.

II. Chapter I

Andover's Chapter I instructors in Bancroft, South, and West Elementary Schools have completed another year supporting primary classroom instruction by means of review and reinforcement of language arts lessons. Teaching small groups of children, - 2-6 in a group -, they help them achieve mastery of skills. Data derived from pre and post testing show gains in normal curve equivalents.*

GRADE	2	3	4
Number of Students	30	36	9
Normal Curve Equivalent Gains	25.7	18.6	10.6

These instructors have participated in the WIN program this past school year and will be ready in the fall to assist in the new first grade program as well as the 2nd, 3rd, and 4th grade language arts curricula.

*Normal curve equivalent is the statistical measure recommended by Chapter I for evaluation purposes.

III. Testing

Basic Skills Testing

The chart below indicates improvement in student performance in the state mandated basic skills testing program as indicated in a comparison of results from the 1984-85 testing with those of the 1985-86 school year.

GRADE	3		6	
	1984-85	1985-86	1984-85	1985-86
No. tested	346	319	385	349
% passed reading	99%	99%	95%	97.7%
% passed writing	93%	97.5%	96%	99%

Achievement Testing

Results of the grades 3 and 6 STEP Achievement Testing (language arts sections) done this spring are shown in mean percentiles on the chart below.

GRADE	3	6
Reading	95	95+
Vocabulary	95+	95+
Writing	95+	95+

Stanford Diagnostic Reading Test (Grade 6)

The Stanford Diagnostic Reading Test was used to further determine reading proficiency for all Andover's 6th grade students. The chart below shows results.

Number of students Tested	Number and percent of students above grade level (6.8)	Number and percent of student at 8.0* and above
352	327/92%	297/84%

*8th grade

Number and percent of students beyond high school level
75/21%

